DOCUMENT RESUME

ED 421 637 CE 076 886

AUTHOR Shaw, Lynn
TITLE Women in the Skilled Trades: Do They Perceive a Discriminatory Work and Training Environment?
PUB DATE 1998-00-00
NOTE 28p.
PUB TYPE Reports - Research (143)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Affirmative Action; *Building Trades; *Employed Women; *Employee Attitudes; Employment Practices; *Nontraditional Occupations; Occupational Surveys; Questionnaires; *Sex Discrimination; Sexual Harassment; Skilled Occupations; *Trade and Industrial Education; Work Environment

ABSTRACT

The job and training experiences of women currently or formerly employed in a skilled trade were examined in a survey completed by all 41 tradeswomen who attended a West Coast tradeswomen's summit. On average, the women were 43 years old and had worked in their trade for 11.26 years. Of the women, 75.6% were white, 19.5% were women of color, 46.3% were heterosexual, and 48.8% were lesbian or bisexual. Slightly more than 56% of the women reported having been treated negatively because of their gender, 63.4% agreed that affirmative action helped them get hired as a construction worker, 82.9% considered women as physically capable as men are, 65.8% believed that women have a harder time combining construction work with family life than men do, and 65.8% thought that small talk on the job was geared to men's interests. When asked whether they were assigned job tasks on the basis of sex, 39% said they were and 39% said they were not. Of the women surveyed, 48.8% believed that sexual harassment remains a significant problem and 80.5% had seen at least one woman receive unwanted sexual attention. (The bibliography contains 21 references. The tradeswomen survey is appended.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 421 637

Women in the Skilled Trades:

by Lynn Shaw

Do They Perceive a Discriminatory Work and Training Environment?

Introduction

> Women have been working in skilled crafts in America since Colonial times. In addition to the home related crafts of sewing, spinning, and weaving which all women performed, a number of Colonial women worked as printers, saw and grist mill operators, furniture builders, eyeglass grinders, leather workers, barbers and even undertakers. However, few women learned their skills as formal apprentices....This active participation by women in skilled craft work took place primarily before paid work became separated from the home environment and occupations became closely linked to wages and sex roles. (Hernandez, 1980, p. 2)

Today skilled trades work for women is considered a nontraditional job. "When the U.S. Department of Labor designates an occupation as 'nontraditional' for women or men, it refers to an occupation in which less than 25% of the workers are members of the sex in question" (Weston, 1982, p. 3). In January, 1992, the Bureau of Labor Statistics' Employment and Earnings office released data describing 117 nontraditional occupations for women. The skilled trades or construction worker section included some of the smallest percentages of women, and conversely the highest pay for blue collar work.

The percentage of women who are currently working in skilled trades jobs is only 2%. This is the exact same percentage of women who worked in the skilled trades in 1978 when women first entered and were counted as part of construction employment. Executive Order 11375, added the class of gender to the those protected groups given opportunity, through Affirmative Action. to work on federal construction sites. This

CE076886

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
L Shaw
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Executive Order was signed by President Lyndon Baines Johnson on October 13, 1967. Executive Order 11246 had already required affirmative action for race, ethnicity, color, nation origin, and religion on federally funded construction sites. In 1967 gender was officially added. (D. Hess, personal communication, September 26, 1997)

The Bureau of Labor Statistics (1992) lists nine construction trades as nontraditional occupations for women. The trades are brick masons and stonemasons, carpet installers, carpenters, electricians, electrical power installers and repairers, painters, plumbers and pipe fitters, concrete and terrazzo finishers, and roofers. The range in percentage of jobs filled by women ranges from 3.6% for painters to .9% for carpenters. Three trades, roofers, carpet installers, and brick masons, showed no numbers because the data obtained were unreliable.

Women are a very small portion of skilled craft workers. Only 8% of the 362 businesses with apprenticeship programs in California have met the state goals of 20 to 25 percent women. (California Commission on the Status of Women, 1993) Not only are few women entering these occupations, but the women working have difficulty staying on the job and in the apprenticeship training programs.

The skilled trades are one category of occupations lacking women. Women continue to be locked into a small number of specific occupations. Eaton (1993) in her article on women and unions stated:

> Women are now 46% of the labor force and are 66% of the new entrants to the work force. More than 56 million women work today. Yet job categories are very segregated and 85% of women work in only 10 job categories. (p. 174)

This occupational segregation relegates women and men into limited choices for their careers. Therefore, a suggestion for differences between occupational and preoccupational segregation levels may be that occupational segregation in the workplace is more pronounced among those jobs that do not require a college degree (Hagedorn, Nora, & Pascarella, 1996). This near gender exclusion is still true today.

There appears to be a complex set of reasons why women are not entering the skilled trades and other nontraditional occupations. The American Federation of Labor-Congress of Industrial Organizations (AFL-CIO) Department of Research (1990) has concluded:

> Women feel much less prepared than men for entry into the trades, having fewer trade-related courses in high school, less work experience in construction before entering, and significantly less support from counselors and teachers while considering a career in the construction trades. (p. 24)

Discrimination against women, both white women and women of color, in the trades has long been recognized by researchers. (Goldenhar 1998; Shaw, 1995; LeBreton, Loevy, Sugerman 1992 &1995; Crull, Herrick, & Conette, 1993; Schultz & Petterson, 1992; Mansfield, et al 1991; Dabney, 1990; Dempsey, 1990). Tradeswomen continue to experience disparate treatment and sexual harassment. The isolation created by the small numbers of women working in the construction industry and the negative attitudes of coworkers combine to make a lethal combination of an unsafe and unwelcoming work environment.

The women who work in the skilled trades are determined to overcome the discrimination. Chicago Women in Trades, a training, support and advocacy group, commissioned a survey of tradeswomen, Breaking New Ground: WORKSITE 2000. In the section headed "How Tradeswomen Cope" the authors summarize the data of the voices of tradeswomen. (LeBreton & Loevy,1992 p. 21)

> Each tradeswomen creates her own strategies for survival, and individual strategies are very different. Some women are quiet and reserved, while others are very outgoing. All agree that tradeswomen have to have determination and courage. Almost everyone says, "Never let them see you sweat."

Successful tradeswomen have a support system and have confidence in themselves. They are reliable and are able to work comfortably in a nearly all male environment.

Support groups also seems to play a part in the success of tradeswomen. Brophy (1992) states:

> The only way, I feel, to combat these overwhelming odds is to organize on our own. Local Women In Trades groups can offer moral support and the benefit of shared experiences. Through political action, we can force enforcement of the law...and a way of knowing that you are not alone. (p. 2).

Another study, conducted by D. Pearce (1993) questioning the traits of the type of women who choose nontraditional employment training in three states (Connecticut, Wisconsin and Montana) through the Job Training Partnership Act found:

> To answer this question, comparisons of women on a variety of

characteristics were done, with finding that there is not a distinctive profile of the "nontrad woman." This means that recruitment into nontraditional occupations should not focus on targeting particular subgroups of women based on their demographics, such as income, educational level, marital status or number of children. It does mean that enrollment in nontraditional training can be increased by a strong emphasis on recruitment aimed at all women entering training. (p. 3)

The Department of Labor Women's Bureau in the Women in the Skilled Trades and in Other Manual Occupations (1991) also discusses self-confidence as a way for women to succeed in the skilled trades:

> Women face unique obstacles to apprenticeships--traditionally a male domain. For example, women may have to contend with stereotypical attitudes concerning the kinds of work they can or should handle. Although more women are entering apprenticeship programs and being accepted by their male peers, many feel they need more self-confidence in addition to abilities required of all apprenticeships. (p. 4)

Milgram (1992) testified before the Employment Opportunities Subcommittee of the House, Education and Labor Committee and stated:

> The most important component of effective nontraditional training -- I am sorry to say- - is what we call survival skills. Survival skills prepare women for the hostile work environment they are likely to experience on the job. Unfortunately, sexual harassment often has its harshest consequences when women are trying to break into all male occupations. (p. 1.)

Although the issues of all women working in nontraditional employment are related, each specific occupation, or class of occupations, has its own issues. Each work environment has its own particular culture,

and when this culture has been dominated by males, it is often unwelcoming and mysterious to women. Women have the additional burden of having to learn this culture or operating system, in addition to performing their jobs. For example, firefighters must live at the fire station for extended periods, and this creates working conditions different than those of a woman construction worker, who normally works 8 hours a day.

There are unwritten rules on the construction site. An example of this is that workers are expected to arrive to the job early, have coffee with the guys as a prelude to starting the day. If this is not specifically told to the woman, she consistently is left out of decisions and the camaraderie necessary to a smooth running job. She becomes an outsider.

Fully participating in the construction site culture is as important as a golf game or the lunch meeting is for a business person. Understanding and being a part of the worksite culture makes a woman a part of the real decision making processes. For full inclusion on the work site, women must learn and participate in this culture, and by doing so they will change it to become more equitable.

The purpose of this study was to examine the job and training experiences of women who work or have worked in nontraditional employment. The survey was designed to uncover to what degree non college bound women who work in the skilled trades are exposed to discriminatory working and training conditions, including sexual harassment.

Method

A survey of tradeswomen was conducted at a West Coast Tradeswomen's Summit. Of the 99 registrants at the conference 41 were tradeswomen. All of the tradeswomen conference participants voluntarily completed a survey. Each tradeswoman who completed a survey was given a small tool pin. (A photograph of the tool pins is in Appendix A.) This small gift motivated participants to complete the survey and return it.

The study was designed to closely examine a little studied phenomenon, working class women in nontraditional occupations. This survey examined the self-reported job and training experiences of women who are working or have worked in the skilled trades. In particular, issues of racial and sexual discrimination and harassment were explored.

The survey was developed from the 20 page survey used by Professor Jan Yoder from the University of Wisconsin. The original survey was edited down to 4 pages with 35 items; 26 Likert scale statements and 9 demographic items. The original survey questions were transformed into statements. Also, the questions were revised to reflect specific construction worker issues, rather than addressing African American firefighters as in the original instrument. (See instrument in Appendix B.)

Findings

The average age of the respondents was 43 years, ranging from 31 to 57. White women represented 75.6% and women of color totaled 9 or 19.5%. Seventeen women were working as apprentices or journey level workers and fourteen listed their occupation as other. Some of the jobs were transit operator, lead woman, laborer, retired, contractor, employment coordinator, case manager for a nontraditional training program, and disabled. Sixty one percent identified themselves as

feminists.

The sexual orientation of the respondents was 17 Lesbians, 3 Bisexual and 19 heterosexual. One woman, was a Transgender person, spending 29 years as a man and 9 as a woman. The average time as a tradeswoman was 11 plus years, with the median at 9 years. Nineteen women were in a committed relationship, 11 were single and 7 were married. The women had zero to 8 children. Fifteen had no children, 4 women had 1 child, and another 4 women had 2 children, 8 women had 3 children and 3 women had 4 children. Thirty three women had above a high school education, with 11 having bachelor's degrees. Table 1 displays some selected characteristics of these tradeswomen.

Table I. Selected Characteristics of Tradeswomen

Average age	43	
Average years working	11.26	
Average number of children	1.68	
	Percentage	**Number**
self identified feminist	61%	25
women of color	19.5%	9
apprentice	14.6%	6
journey level	26.8%	11
above journey level	34.1%	14
Heterosexual	46.3%	19
Lesbian	41.5%	17
Bisexual	7.3%	3
No answer	4.9%	2

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Identifies with										
gender	13	31.7	19	46.3	6	14.6	3	7.3	0	—
race	4	9.8	18	43.9	15	36.6	4	9.8	0	—
construction worker	1	2.4	20	48.8	6	14.6	11	26.8	3	7.3

The first three items of the survey examined the women's identification with the three different areas of gender, race and construction work, as shown in Table I. All 41 respondents answered these questions. There was strongest identification with being a construction worker, 48.8 percent agreed that they have "much in common with most construction workers." Also 31.7 percent of the respondents strongly agreed they have "much in common with most women." The highest mean of these three questions ranked identification with women first at 4.03, then race at 3.54 and finally identification with construction workers at 3.08.

Questions four and five asks if the respondents have ever been treated negatively because of their race or gender, as shown in Table II. Slightly over 56 percent of the women strongly agreed or agreed that they had been treated negatively because of their gender. The women of color represented 9 of the 41 respondents. Only 7.3 percent of the women of color agreed and 0 strongly agreed that they had negative treatment because of their race. Three were African American, 2 were Latina, 3 were Native American, and 1 was other or of mixed parentage.

Three items were related to affirmative action, as shown in Table II. In question 6, 63.4 percent of the women strongly agreed or agreed that

affirmative action helped them get hired as a construction worker. The mean for all respondents was 3.74. When asked in item 7 if other construction workers believed they got their jobs through affirmative action, 83% agreed or strongly agreed. The mean for this item was much higher at 4.28. Item 9 directly asks about equal opportunity with men, 80.5% strongly agreed and 17.1% agreed that women should have equal opportunity with men , none of the women were neutral, disagreed or strongly disagreed. The standard deviation for this item was .38 and was the smallest of all items on the survey. Tradeswomen in this survey seemed to be most united that women should receive equal opportunity. Regarding public acceptance of women as construction workers, item number 8, the women were almost evenly divided between agree, 37% and disagree at 39%.

Table II. Tradeswomen's views on Discrimination and Stereotypes

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Race	0	---	3	7.3	16	39	18	43.9	4	9.8
Gender	12	29.3	11	26.8	9	22	9	22	0	—
I believe										
AA helped me	14	34.1	12	29.3	5	12.2	6	14.6	4	9.8
Others believe										
AA helped me	17	41.5	17	41.5	6	14.6	0	—	1	2.4
Public acceptance										
of tradeswomen	0	—	16	39	8	19.5	15	36.6	0	—
Equal opportunity	33	80.5	7	17.1	0	—	0	—	0	—
Strong as men	16	39	18	43.9	5	12.2	1	2.4	0	—
Less Feminine	1	2.4	13	31.7			11	26.8	13	31.7
Combine work										
and family	13	31.7	14	34.1	8	19.5	3	7.3	2	4.9
Should not expect										
same freedom	1	2.4	3	7.3	2	4.9	4	9.8	30	73.2

Only 1 woman in item number 10, thought that women are not as physically capable as men while 82.9% agreed or strongly agreed that women are as physically capable as men. The women were equally divided in item number 11 at 31.7% on agreeing and disagreeing that women construction workers were less feminine than other women and this item had no neutral choice, due to an oversight.

A strong majority , 65.8% in item number 12, thought women have a harder time combining construction work with family life than men. And 30 women or 73.2% strongly disagreed that women should not expect the same freedom as men (item number 13). Only 1 woman strongly agreed, 2.4%. Most women, 65.8 think small talk on the job is geared to men's interest, but 22% are neutral (item number 17) .

In item number 14, women were equally divided on whether they were assigned tasks on the job on the basis of sex. Thirty-nine percent marked strongly agree and an identical 39% conversely strongly disagreed and disagreed. Fourteen women disagree that training is equally available (item number 20) and 8 strongly disagree. Sixteen women disagreed or strongly disagreed that women need to act like men to be successful on the job and 11 women strongly agreed or agreed (item number 21). Less than half, 44%, of the women thought that management was serious about equity between men and women (item number 15). Ninety percent disagreed that more women in the trades will result in discrimination against men (item number 16).

Humor is a large part of working class construction culture. However, the "jokes" often degenerate into race/gender based stereotypes. Thirteen women feel that degrading jokes to women results

in the person being criticized (item number 18), and fourteen feel degrading jokes to people of color at work will result in the person being criticized (item number 20). The mean for jokes directed at women was 2.79 and for jokes directed at people of color the mean was 2.86. A majority of women, 68.3% thought racial discrimination was a problem on the job. Table III charts work site environment issues.

Table III. Work site Environment

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Assigned tasks because of gender	6	14.6	10	7.3	8	19.5	11	26.8	5	12.2
Management is serious about equality	3	7.3	11	26.8	8	19.5	9	22	9	22
More women=discrimination against men	1	2.4	0	—	2	4.9	15	36.6	22	53.7
Small talk geared to men	12	29.3	15	36.6	9	22	4	9.8	0	—
Degrading jokes to women= disapproval	2	4.9	11	26.8	10	24.4	12	29.3	5	12.2
Degrading jokes to people of color= disapproval	4	9.8	10	24.4	7	17.1	14	34.1	4	9.8
Training is equally available	2	4.9	11	26.8	5	12.2	14	34.1	8	19.5
Women must act like men= success	2	4.9	9	22	12	29.3	11	26.8	5	12.2
Race discrimination is a problem	9	22	19	46.3	8	19.5	3	7.3	1	2.4
Women receive unwanted attention	15	36.6	18	43.9	6	14.6	6	14.6	0	—
Company has a sexual harassment policy	11	26.8	24	58.5	2	4.9	2	4.9	0	—
Sexual Harassment Is a problem on the job	9	22	11	26.3	11	26.8	6	14.6	0	—
Sex discrimination is a problem	13	31.7	15	36.6	7	17.1	5	12.2	0	—

Four items addressed sexual harassment issues on the job, as shown in Table III. Thirty three women said that they had witnessed at least one

woman receiving unwanted sexual attention at the job site (item 22). Twenty eight women agreed or strongly agreed that sex discrimination is a big problem on the job, with the mean 3.87 (item 25). Eighteen women agreed or strongly agreed that sexual harassment is a big problem on their job and the mean for this item was 3.58 (item 26). Thirty five women knew there was a written policy on sexual harassment.

Discussion

Overall, the women identified with their occupation and gender. They represent women who have been working in the trades for many years and have moved up into other related fields. These women represent pioneers in obtaining access to high wage, high skill occupations. Unfortunately the term pioneer usually implies the few trailblazers with hordes to follow and this has not been the case in the skilled trades. The trickle of women continuing to enter the skilled trades remains stagnant at 2%.

Eisenberg, (1992) a journeylevel electrician from Boston states:

> I remember the first time I heard my business agent refer to us as "Pioneers of the Industry." It was ten years ago, when I was a third-year apprentice electrician. It made me feel incredibly affirmed and claimed, as though, finally, our presence was accepted. As a phrase that's still being used for women entering the construction trades in the 1990's, though, "pioneer" has an uncomfortable tone. By its nature, pioneering is meant to be transitional, a role one moves on from. National affirmative action guidelines opened the building trades to women in 1978. If we look at the definition of pioneer-"those who clear and prepare the way for the "main body"-after 12 years we have to say that the "main body" has yet to arrive, much less be heard coming down the road. (p. 6)

Most successful women in the skilled trades have to work twice as hard to be considered average. As Van Fossen and Beck said in the

Vocational Educational Journal (1992), "In fact without an extraordinary will to succeed most women will take the path of least resistance." (p. 26) It is interesting to note that a man who moves from the trades into teaching, maintenance, or owning a business is admired, a woman is considered as someone who has left the trades and is more proof that "women aren't interested" in nontraditional occupations.

Women in this survey resisted any attempts to over generalize about stepping into "acting like a man" in order to succeed. One women queried on her survey what does "act like a man" mean? This is a common reaction. Ginsburg and Tsing (1990) stated:

> ...Many tradeswomen resist the pressure to conduct work as a gendered activity. They may question the assertion that the installation of sheet metal ductwork requires strength by arguing that an understanding of leverage will serve to get the job done. They may protest the symbolism of assigning women to small drill presses and men to larger versions of the same machines, though the operations performed on each are identical. They may stage a small but creative rebellions, like the woman who riveted wheels to the bottom of her toolbox and pulled it along behind her on a rope, rather than lugging it from place to place in the shop like her male peers. "What's the matter, too much for you?" jeered coworkers when the rolling work station made its debut. She considered it a personal triumph when wheels appeared under the toolboxes of several men in the months that followed. (p. 147).

The women in this group may not represent a true cross section of tradeswomen. Although the average age of a beginning apprentice is 28 for both men and women, this group had a much higher average age. It could be surmised that women who attend a regional conference are leaders or organizers on issues related to nontraditional employment. In fact, many of the participants were union leaders, nontraditional program operators,

and activists. This could also explain the strong feminist identification.

The average woman in this study was white, 43 years old, was in a committed relationship and had 1-3 children. She was journeylevel or above and was equally likely to be a Lesbian or heterosexual. She thinks of herself as a feminist and strongly identifies with her class and gender.

Conclusion

Do women in the skilled trades face a discriminatory work and training environment? Unfortunately, yes. Women who seek nontraditional employment have to face discriminatory working and training conditions and sexual harassment. The women in these occupations are clearly in a fairly unwelcoming "men's world". This is exhibited from the small talk on the job to the unequal training to the prevalence of incidents of sexual harassment. While professional women are doing much better, and are putting cracks in the glass ceiling, working class women continue to be stuck on the concrete floor.

The women in this survey perceived they were discriminated against. They overwhelmingly think they are treated negatively because of their gender, at 56.1%. They find sexist (41.5%) and racist (43.9%) behavior to be condoned or ignored by management and think racial and sexual discrimination is a problem (68.3%).

Sexual harassment is prevalent on the job site and in the training environment. According to the tradeswomen in this survey, it continues to be a significant problem (48.8%), and 80.5% of the tradeswomen surveyed said at least one woman had received unwanted sexual harassment.

There are solutions to the inequitable working conditions. LeBreton, Loevy & Sugerman (1995) in their study of 6 successful projects stated:

> Tradeswomen's advocates increased the numbers of hours worked by women through aggressive efforts that included insisting that contractors comply with goals throughout the life of the project. This is a very different approach than penalizing contractors for non-compliance at the end of a project...All projects had a broad vision of affirmative action that includes an equitable workplace, free of sexual harassment and gender-based discrimination in hiring and training assignments. Addressing these forms of discrimination was an ongoing struggle. (p. 4)

Discrimination in the skilled trades is complex and widespread. Working in a nontraditional environment offers special challenges and unique solutions. But women choose these occupations for the same reason men do. Nontraditional employment offers jobs that provide economic self sufficiency and a chance to learn a skill.

As more and more women enter the work force, and as women on Temporary Aid to Needy Families are moved into the work force, it is imperative that non college bound women have choices. One of the options must be accessibility to high wage, high skill occupations. This includes women and anyone who can do the job, regardless of ethnicity, size, age, number children or sexual orientation.

The work force of the future should have no "nontraditional" jobs. Occupations should be equitable and open to anyone who has the interest, aptitude and/or ability to excel in that occupation. In order for our country to become the most productive it can be, the work force of the future must become equitable and allow people real choice, not choice based on gender roles.

References

Abend-Brophy, A. (1992) Women in the trades and self-esteem. Unpublished manuscript

California Commission on the Status of Women (1993) Employment. California Women Profile. (From Little Hoover Commission, Apprenticeship Program Public Hearing, January 1991)

Crull, P., Herrick, S. & Conette, D. (1993). Building barriers: Discrimination in New York city's construction trades. New York: The New York City Commission on Human Rights.

Eaton, S. C. (1993) "Women in trade union leadership: How more women can become leaders of today's and tomorrow's unions". In G. Adler and D Suarez (Eds.), Union Labor's Responses to Crisis. Albany: SUNY.

Eisenberg, S. (1992) "Shaping a new decade: Women in construction." Gender Equity in Vocational Education. August 1992. Women's Educational Equity Act Publishing Center, Employment Development Center, Inc. Newton, MA. pp. 6-8.

Dabney, L.J. (1990). Women and minorities: Trade unions future. Unpublished manuscript, Center for Labor Management Policy Studies, City University of New York.

Dempsey, L.A. (1990). Women in the skilled trades: Getting in-staying in. Unpublished manuscript, Department of Economics, San Francisco State University.

Hagedorn, L. S., Nora, A., Pascarella, E.T. (1996) "Preoccupational segregation among first-year college students: An application of the Ducan dissimilarity index" Journal of College Student Development. July/August 1996 Vol. 37 No. 4 pp. 425-437.

Hernandez, R. R. (1980) A woman's guide to apprenticeship United States Department of Labor, Division of Information and Publications, Bureau of Apprenticeship and Training, Women's Bureau. Pamphlet.

Isebrands, K. S. (1989). Personality types of women in the nontraditional skilled trades. Unpublished manuscript.

Josephs, S. (1990) "Women in construction apprenticeship: Some clues for the future". Work Place Topics. Vol. 1 No. 4. AFL-CIO Department of Economic Research, Washington D.C.

LeBreton, L.W., & Loevy, S. S. (1992) Breaking New Ground: Work site 2000 (Grant No. 99-3606-75-002-02). Chicago: Employment and Training Administration, US Department of Labor.

LeBreton, L.W. & Loevy, S. S. (1995) Building Equal Opportunity Six Affirmative Action Programs for Construction Workers Chicago: Chicago Women In Trades.

Milgram, D. (1992, June). Testimony of director of nontraditional employment training project wider opportunities for women. Hearings conducted by the Employment Opportunities Subcommittee of the House Education and Labor Committee, Washington DC.

Mansfield, P. K., Koch, P. B., Henderson, J., Vicary, J.R., Cohn, M., & Young, E. W. (1991) The job climate for women in traditionally male blue-collar occupations. Sex Roles, 25, No. 1/2, 63-79.

Pearce, D. M. (1993). Breaking with tradition: Women and nontraditional training in the JTPA system. Washington DC: Wider Opportunities for Women

Schultz, V. & Petterson, S. (1992). "Race, gender, work and choice: An empirical study of lack of interest defense in Title VII cases challenging job segregation" The University of Chicago Law Review [59:1073].

Weston, K. M. 1982. The apprenticeship and blue collar system. Sacramento: California Department of Education.

Weston, K. M. (1990) "Production as means, production as metaphor: Women's struggle to enter the trades." Uncertain terms. Beacon Press, Boston. (Ginsburg, F. and Tsing A. L.) (Eds.).

United States Department of Labor. (1992). Nontraditional occupations for women (Bureau of Labor Statistics' Employment and Earnings, January pp.). Washington, D.C.

United States Department of Labor. (1991). Women's Bureau. (1991). Women in the skilled trades and in other manual occupations (Report No. 90-5) Washington, DC: GPO.

APPENDIX A

TRADESWOMEN SURVEY

PLEASE TRY TO ANSWER EVERY QUESTION.

Thank you for taking the time to answer this survey. This research will be used to hear the voice of tradeswomen and increase the knowledge base of your experiences. If you have any questions or comments, please feel free to contact me; Lynn Shaw 562-430-9181, Lynn.Shaw@cgu.edu.

Complete this survey and return for your complementary tradeswomen tool pin!

1. I much have much in common with most women.

strongly agree | agree | neutral | disagree | strongly disagree

2. I have much in common with others of my race.

strongly agree | agree | neutral | disagree | strongly disagree

3. I have much in common with most construction workers.

strongly agree | agree | neutral | disagree | strongly disagree

4. I have been treated more negatively than other construction workers because I am a woman.

strongly agree | agree | neutral | disagree | strongly disagree

5. . I have been treated more negatively than other construction workers because of my race.

strongly agree | agree | neutral | disagree | strongly disagree

6. Affirmative action laws helped my hiring as a construction worker.

strongly agree | agree | neutral | disagree | strongly disagree

7. Other construciion workers believe that affirmative action helped my being hiring.

strongly agree | agree | neutral | disagree | strongly disagree

8. The general public is accepting of women in construction.

strongly agree | agree | neutral | disagree | strongly disagree

9. Women should be given equal opportunity with men for apprenticeship.

strongly agree | agree | neutral | disagree | strongly disagree

10. Women construction workers are just as capable physically as men construction workers.

strongly agree | agree | neutral | disagree | strongly disagree

11. Women construction workers are less feminine than most women.

strongly agree | agree | neutral | disagree | strongly disagree

12. Women have a harder time combining a career in construction with having a family than do men.

strongly agree | agree | neutral | disagree | strongly disagree

13. A woman should not expect to have quite the same freedom as a man.

strongly agree | agree | neutral | disagree | strongly disagree

14. I am assigned tasks on the basis of my sex.

strongly agree | agree | neutral | disagree | strongly disagree

15. The people in charge are serious about treating women and men equally.

strongly agree | agree | neutral | disagree | strongly disagree

16. I think that increasing the number of women in the skilled trades will result in discrimination against men.

strongly agree | agree | neutral | disagree | strongly disagree

17. "Small talk" on the job is geared more to men's interests than to women's interests.

strongly agree | agree | neutral | disagree | strongly disagree

18. If an employee in this office told a joke that was degrading to women, someone would be likely to criticize him/her.

strongly agree | agree | neutral | disagree | strongly disagree

19. If an employee in this office told a joke that was degrading to people of color, someone would be likely to criticize him/her.

strongly agree | agree | neutral | disagree | strongly disagree

20. Training needed for advancement is equally available to men and women here.

strongly agree | agree | neutral | disagree | strongly disagree

21. To be successful here, a woman needs to "act like a man" in the way she presents herself.

strongly agree | agree | neutral | disagree | strongly disagree

22. At least one woman here has received unwanted sexual attention from other construction workers.

strongly agree | agree | neutral | disagree | strongly disagree

23. There is a written policy against sexual harassment.

strongly agree | agree | neutral | disagree | strongly disagree

24. Racial discrimination is a big problem on the job.

strongly agree | agree | neutral | disagree | strongly disagree

25. Sex discrimination is a big problem on the job.

strongly agree | agree | neutral | disagree | strongly disagree

26. Sexual harassment is a big problem on the job.

strongly agree | agree | neutral | disagree | strongly disagree

27. Year of birth: 19__

28. Time as a tradeswoman:_____ years

29. What is your sexual orientation?
____heterosexual _____bisexual _____lesbian

30. I am

_____in a committed relationship
_____married
_____divorced/separated
_____widowed
_____single

31. No. of children:___ child (ren)

32. Your highest educational degree:
_____high school _____some college _____associates degree
_____bachelors degree _____post-graduate degree

33. Your job:
___apprentice ___journeylevel ___foreman ___supervisor ___instructor
other (please name)_____

34. Would you describe yourself as a feminist?

YES NO

35. My ethnicity/ race is:
___African American ___Latina ___Asian ___Pacific Islander
___White ___Native American

THANK YOU.

APPENDIX B